
THE NATIONAL
Secretary
OCTOBER, 1942

Have a Coke



DRINK
Coca-Cola
REG. U. S. PAT. OFF.

THE NATIONAL SECRETARY

The National Association of School Secretaries

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

Published October, February and May for Secretaries, Clerks, Administrative Assistants in public, private schools and colleges

VOLUME 15 -- NUMBER 1 OCTOBER, 1949

OFFICERS

Edna Atkinson, PRESIDENT
Oak Park-River Forest High School
Oak Park, Illinois

Ora S. Dolson, 1ST VICE-PRESIDENT
467 West Hancock
Detroit 1, Michigan

Eunice C. Bounds, 2ND VICE-PRESIDENT
Administration Building
511 West Eighth Street
Wilmington 43, Delaware

Sara E. Milner, 3RD VICE-PRESIDENT
35 10th Avenue, N. W.
Atlanta, Georgia

Emma Castner, RECORDING SECRETARY
12 Carolton Avenue
Washington, New Jersey

Marian D. Homer, COR. SECRETARY
Lyons Township High School
LaGrange, Illinois

Mary E. Bowers, TREASURER
Crawfordsville City Schools
Crawfordsville, Indiana

EXECUTIVE BOARD

Rea Lindenberg
3725 Locust Street
Philadelphia 4, Pennsylvania

Martha S. Luck
Northwestern University
710 Lake Shore Drive
Chicago 11, Illinois

Charlotte Lynch
County Supt. of Schools Dept.
808 North Spring Street
Los Angeles 12, California

Christine Rowell
Independent School District
1500 Louisiana Street
Houston 3, Texas

Eleanor M. Dearden
Junior Past President
32 Spring Street
Springfield 1, Massachusetts

EDITOR
Frances E. Rosenthal
Secretary to General Supt.
Board of Education
228 No. LaSalle Street
Chicago 1, Illinois

ASSISTANT EDITOR
Dorothy L. Littleton
Secretary to County Supt.
160 No. LaSalle Street
Chicago 1, Illinois

Magazine published three times yearly (October, February, and May). Subscription rate to non-members for magazines only is $1.00 per year (three issues).

Dues for active membership, $2.00 per year, includes the magazine. Active membership and non-membership applications are sent to the Treasurer —

Miss Mary E. Bowers

Crawfordsville City Schools, Crawfordsville, Indiana.

Deadline dates for material for publication are September 1, January 1, and April 1.

Contents

	Page
President's Message	3
Officers and Executive Board Members	5
Editor's Page	7
About Our Authors	9
Meeting Our Telephone Public	13
The School Secretary's Responsibility to The Library	19
The School Secretary's Skill in Shorthand and Typewriting	21
Consider Your Face	25
Committee Notes and Miscellany	27
Efficiency Exchange	30
Application for Affiliation	24
Life Membership	29
Listening In	31
Chairmen-Membership	Inside Back Cover

Index to Advertisers

Binney & Smith Co.	12
Coca-Cola	Inside Front Cover
A. B. Dick Company	6
Ditto, Inc.	4
Fuller Brush Company	24
Ginn and Company	20
Gregg Publishing Company	10
Holden Patent Book Cover Company	35
John J. Nesbitt, Inc.	24
Reader's Digest	8
Remington Rand, Incorporated	18
John Sexton & Company	16-17
Underwood Corporation	11



the PRESIDENT'S MESSAGE

Dear Members of the National Association of School Secretaries:

Happy New Year! No, this is not a misprint, I really mean that, for aren't we starting our new school year? Aren't we full of enthusiasm for the things to come? Haven't we all started this September with a firmer conviction of the importance of the job of the educational secretary? Those who had the opportunity to attend the Convention and one of the summer Institutes or Workshops are attacking their problems with renewed confidence this fall, I am sure.

Salt Lake City drew 142 educational secretaries to the Convention and Institute. The program for the Convention, a copy of which all members have received, proved most beneficial and inspirational. You will note that Association members presented the panel programs, led the discussion groups, and presided at all sessions. "All work and no play makes Jill a dull girl" — or should we say "Nancy National a dull girl"—so to offset any such calamity, we mixed in extra-curricular activities. The banquet on the roof garden of the Hotel Utah, up near the mountains at sunset, was a delightful affair. Following the banquet most of the "conventioneers" attended a presentation of *Carmen* at the University of Utah stadium. On Sunday morning the entire group attended the Tabernacle Choir broadcast—including an extra half-hour of music. The Convention was concluded with a tour of the city on Sunday evening, and a box supper at the Salt Lake City Board of Education building.

Proceedings of the Institute, as well as the Convention, will be available to those who wish them, in accordance with the announcement made in the post-convention news letter. During that week, interspersed with a heavy study schedule, were more "extra-curricular activities." This agenda included Gene Autry's rodeo (with plenty of cotton candy but no balloons!), a bus trip to Bingham to visit the copper mines—followed by a box supper at Saltair. Some of our braver souls proved that they were floating material. Others, less venturesome, restricted their activities to the roller coaster and ferris wheel. Another evening the group took busses up Brighton Canyon, rode the ski lift, and had dinner at Alpine Lodge.

Reports from other Institutes indicate that similar inspirational programs were enjoyed and the same spirit of good fellowship prevailed. Probably between 500 and 600 educational secretaries have participated in such in-service training programs during this past summer. Regional conferences are a form of in-service training. What topics would you like to see included on the programs?

Sincerely,

EDNA ATKINSON

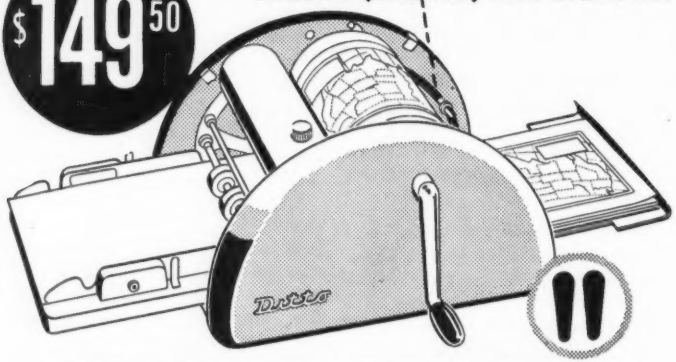


FOR 140 BRITE COPIES A MINUTE

the NEW DITTO D-10

DIRECT (LIQUID) DUPLICATOR

$149.50



NOW EVERY BUSINESS, EVERY DEPARTMENT, EVERY SCHOOL CAN HAVE FULL DITTO BENEFITS

In business, teaching, or organization work, success comes in getting action on your ideas from many minds at once . . . and here is the easy, quick, economical way to do that! The new D-10 brings you all the experience of Ditto in a streamlined, compact, big-production duplicator—so advanced in features that it almost runs itself! Instant reloading! Instant adjustment to any weight or size of paper! "Magic" fingertouch Copy Control for all-over brilliance of each sheet, from first to last copy. Velvety balanced action, wear-proof stainless steel parts! . . . Anybody's duplicator, at everybody's price!

DITTO

TRADE MARK REG. U. S. PAT. OFF.

DITTO, INC., 2301 W. Harrison St., Chicago 12, Illinois

OFFICERS AND EXECUTIVE BOARD MEMBERS – 1949-1950



EDNA ATKINSON
President
Oak Park, Illinois



ELEANOR M. DEARDEN
Junior Past President
Springfield, Mass.



ORA S. DOLSON
1st Vice-President
Detroit, Michigan



EUNICE C. BOUNDS
2nd Vice-President
Wilmington, Delaware



SARA E. MILNER
3rd Vice-President
Atlanta, Georgia



EMMA CASTNER
Recording Secretary
Washington. New Jersey



MARIAN D. HOMER
Corresponding Secretary
LaGrange, Illinois



MARY E. BOWERS
Treasurer
Crawfordsville, Indiana



REA LINDENBERG
Executive Board
Philadelphia, Penn.



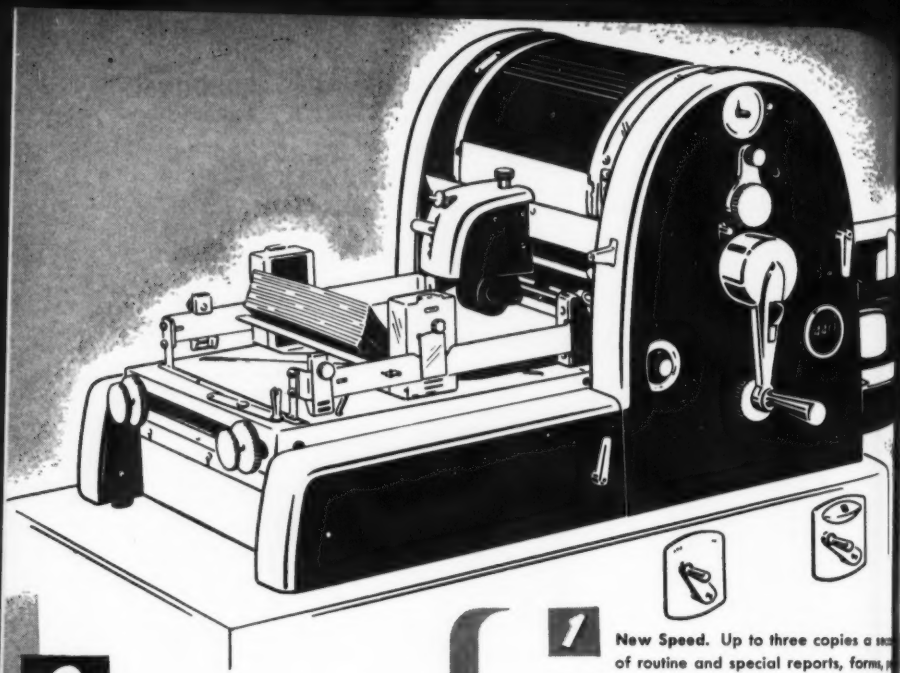
MARTHA S. LUCK
Executive Board
Chicago, Illinois



CHARLOTTE LYNCH
Executive Board
Los Angeles, California



CHRISTINE ROWELL
Executive Board
Houston, Texas



3 REASONS WHY SCHOOL SECRETARIES LIKE THE *New* A. B. DICK MIMEOGRAPHS with *Flexamatic Control*

1 **New Speed.** Up to three copies a sec... of routine and special reports, forms, p... sonnel records—anything written, typed or dr... Get-ready time no more than a moment.

2 **New Ease.** With brief training any ... erator can turn out professional-look... easy-to-read black on white, single or mul... color copies.

3 **New Flexibility.** Flexamatic Contr... exclusive with A. B. Dick mimeograph... accommodates a great variety of paper and c... stocks in sizes up to 9 x 16 inches.

See these new machines. For use with all ma... of suitable stencil duplicating products. Look i... phone book for the name of your nearby A. B. ... Company representative or mail the coupon.

SPECIAL SCHOOL SERVICES

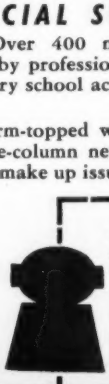
Mimeograph Tracing Pages. Over 400 new illustrations of timely subjects by professional artists . . . easy to trace . . . every school activity featured.

Newspaper Stencil Sheets. Form-topped with guide lines for two- and three-column newspapers . . . easy and simple to make up issues.

Fundamentals of Mimeograph Stencil Dupli... tion, new textbook by Dr. Peter L. Agn... Assistant Dean, School of Education, New Y... University, and Prof. Russell N. Cansler, Sch... of Commerce, Northwestern. Complete co... of 15 assignments, illustrating detailed pr... dure. Essentially self-teaching.

A. B. DICK

the first name in mimeographing



A. B. Dick Co., Dept. TN-1049
720 West Jackson Boulevard, Chicago 6, Illinois
Send me more information on your new mimeographs with Flexamatic Control and your school services.

NAME.....

POSITION.....

SCHOOL.....

ADDRESS.....

CITY.....STATE.....



FRANCES E. ROSENTHAL
Editor



DOROTHY L. LITTLETON
Assistant Editor

THE EDITORS' PAGE

Here we are again! With vacations but a memory except for the wonderful refreshment they offered, permitting us to tackle old jobs with new determination or new jobs with the old verve and sparkle, we've embarked on another school year which promises to be the best ever.

September 1 is perhaps an inopportune time to set a deadline for an educational publication. Simultaneous with the deadline is the beginning of a new school year and all that any opening implies. The school secretary especially feels the throbbing, the excitement, yes the glamour of the first day; she especially enjoys the satisfaction of watching the gears mesh and the education vehicle get under way in this next lap of its course. The satisfaction comes from the knowledge of how well she has oiled the machinery to effect that smooth functioning, how much she has contributed not only to the smooth start but the flawless progress along the route.

With that effective start assured, the school secretary can pause for a moment to take stock—professional stock of professional attitudes, professional activities, professional accomplishments. And herein we hope that we can be of help in providing this compilation of what we believe is professional stimulation.

For your editors the months since our last issue was put in the mails have been filled with pleasant contacts with so many of you. We've had your fine letters offering helpful suggestions for content material in coming magazines. For these we are extremely grateful and we hope you'll keep telling us what you want, prodding us to give it to you.

Then we've had your phone calls and your brief visits as you came to or through our city in your summer travels. Those moments when we could really talk with you, our professional associates, afforded added zest to our assigned task of compiling this issue of your official publication.

And then we've had the more recent letters from many of you, including or accompanying copy for our paper which you have so graciously sent in response to our requests solicited or unsolicited. For all of this we're most grateful.

It has been gratifying, too, to sense the interest and desire to be of assistance evidenced by those representatives of other professional fields whom we have asked to prepare articles. In every instance our authors have indicated not only a willingness but an eagerness to write a message that might prove helpful in one way or another to school secretaries throughout the nation. Their responses to our requests have been magnificent in practical and professional help as well as in enthusiasm for what we are endeavoring to do. It's a grand world, isn't it, when everyone is so eager to cooperate and to help. One day we hope we can share with you the interesting and enjoyable letters we've had from our authors in the process of enlisting their services in our behalf. They're unanimous in their approval of the objectives of our organization and they seem to be delighted in the opportunity to contribute something to aid our efforts.

And so we're happy to present our first issue for the 1949-50 year. In tune with October's bright blue weather are these articles, reports, and items offering new ideas, new suggestions, new stimulations, and new challenges for a new year. We know you'll find much of interest in the pages that follow. We hope that what you read will prompt your suggestions to us of what you want to read in the next issue.

Most sincerely,

The Editors—
FRANCES AND DOROTHY

The Reader's Digest . . .

Whose Representatives are indebted to many school Secretaries for their friendly attentions and services, now offers new features in the Educational Edition

STANDARDIZED TESTS — a series of two free STANDARDIZED SURVEY TESTS IN READING, which provide the means to measure each high school student's reading ability and then later to re-measure his improvement in reading.

BETTER READING — sixteen pages of reading exercises bound into each copy — a developmental reading program to improve essential reading skills, to increase rate of reading and to develop vocabulary.

The TEACHING GUIDE — a 16-page supplement for teachers containing suggestions for exercises and class activities for use in English and in Social Studies classes, as well as an answer key to exercises in Better Reading.

Invite your Principal and the teachers of English and of the Social Studies to write quickly for details.

THE READER'S DIGEST EDUCATIONAL SERVICE

353 Fourth Avenue New York 10, N. Y.

ABOUT OUR AUTHORS

Walter V. Brown began his telephone career 22 years ago with the Southern New England Telephone Company in Connecticut. After working in the Engineering and Commercial departments he joined the Public Relations Department where he became Information Supervisor in 1939. He was transferred to the American Telephone and Telegraph Company in 1943 and has been Public Relations Manager since 1946. He is a graduate of Brown University and a native of Providence, R. I. In telling school secretaries the country over how to "meet our telephone public" he provides us with the most authentic information possible for he brings to us not only his years of experience but also affords us the benefit of his keen analysis of his responsibility which is to make the telephone the world's greatest service medium.

Dilla W. MacBean speaks to us with the authority of so much experience that we can heed her every word with complete confidence. Her career as a librarian began in Sioux City, Iowa, during her high school days when she served as a "page" in the Public Library. After graduation from Northwestern University she returned to her home town and became assistant children's librarian and realized that she had found her vocation but could profit by further training. So she was soon enrolled in the Carnegie Library School of Carnegie Institute of Technology at Pittsburgh. From there she had more practical experience at Allegheny High School in the same city.

Returning to the Middle West Mrs. MacBean organized the library at Hinsdale Township High School. She then did a similar job for the professional library at the headquarters of the American Library Association in Chicago. She served also as librarian at Deerfield Shields High School in Highland Park.

Fourteen years ago she came to the Administrative Offices of the Chicago Board of Education to organize a library of educational and professional materials and eventually the organization of library service in the elementary schools.

Sponsorship of several library projects and college training courses for teachers in library work led to her appointment as Director of the Division of Libraries in the Chicago schools in May, 1948.

In **Wallace Bowman**'s own words when asked for biographical material he said, "I was graduated and postgraduated from such schools as Randolph-Macon, University of Chicago, Columbia University, and New York University, with more incompletes than finals."

His experience in our area includes teaching in private business schools, high school, and college. He has been visiting lecturer and part-time instructor at Columbia Teachers College, Denver University, Woman's College of the University of North Carolina, and Boston University. He has authored and co-authored several books in the field of shorthand and typewriting and written numerous magazine articles prior to the one submitted in this issue. He has held various professional offices and found time for many speaking engagements. His hobby is magical entertainment and he has given almost a thousand public performances in this field.

Two years ago he joined the South-Western Publishing Company and is

thoroughly enjoying this new experience and new contacts with the personnel of the schools. He says, "I have had to explain on many occasions to some school secretary just why I could not get certain reports in on schedule. This may or may not explain why I am qualified to contribute to The National Secretary."

Everyone familiar with the sign "Victor's Coiffures" in Kansas City realizes that an appointment here is synonymous with "a new lease on life." Victor's work and advice have encouraged and improved the appearance of so many clients that he can no longer confine himself to one location and recently opened a new shop in Chicago.

Victor Hurlock began his career as a hairdresser at the age of sixteen and during the past eighteen years he has built an ever widening following. Being an artist he loves to do the creative work himself but, in his own words, "loathes the business side of shop operation." Because he recognized the damaging effects of some hot air hairdryers he invented one that uses no heat. So far he has found production costs too high for marketing his idea, however.

Victor's hobbies all lead to water. He is enthusiastic about sail boats, motor boats and fly fishing. His interest in these hobbies is shared by a son and two daughters, who doubtless benefit also from his artistic talents.

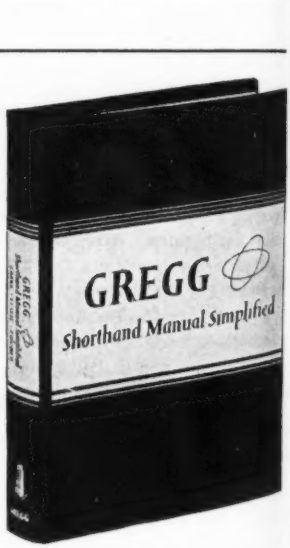
His contribution to our program of helps for good grooming should provide just the pointers we have been seeking.

Dear Miss School Secretary—

The shorthand teachers in your school will be saying, "Don't forget to order our copies *of the Manual—the New Manual!*" They will be referring to the book shown here: the new *Gregg Shorthand Manual Simplified.* This is a new edition of Gregg Shorthand, revised to make shorthand easier to learn and to teach.

For your information: There are *two* "new *Manuals.*" You will want to ask the teacher which one she wants—the Basic or the Functional. They are *alternative* first-semester books, you see. The second-semester book is this one: *Gregg Dictation Simplified.*

P.S. When the new *Manual* arrives, take a peek; you will find it interesting and easy to read.



McGRAW-HILL
Business Education Division

The Gregg Publishing Company

New York 16...270 Madison Ave. Dallas 1.....2210 Pacific Ave.
Chicago 6....111 No. Canal St. Toronto 1.....50 York St.
San Francisco 3..931 Howard St. London W. C. 1....51 Russell St.

MEETING OUR TELEPHONE PUBLIC

Walter V. Brown
Public Relations Manager
American Telephone and Telegraph Company

The school secretary who week in and week out meets scores of business callers and other visitors to her boss's office is by the very nature of her job also a receptionist. And in this role, just as in her secretarial work, she knows the importance of good grooming, courtesy and a pleasing personality. She uses her smart appearance, good manners and winning smile to make good impressions.

Since she also meets a great many people on the telephone as well as in person, the school secretary is also an invisible receptionist. Here her job is more challenging because, unseen as she is, she must express her complete personality with her voice alone.

The number of telephone conversations that take place in the United States each day has reached an all-time high of over 160,000,000—a figure which points up the tremendous opportunities for winning friends and influencing people with the right kind of telephone voice and manners.

Important in the school secretary's telephone personality is her voice, for the simple reason that only through her voice can she reflect her attitude or that of the person or educational group she represents.

Consider, for the moment, your own experience. Who are the people with whom you have enjoyed talking over the telephone? Have they been those who have sounded indifferent or mechanical? Who have been curt or abrupt? Those who have been inattentive to what you were saying, or have interrupted you at every point?

Or do you find that your pleasant recollections are those of people whose voices have been natural and courteous, reflecting an attitude of friendly interest, a desire to understand your point of view and an eagerness to help you?

The answer is rather obvious. Yet many of the individuals who have impressed you unfavorably would probably be very much surprised to hear it. For almost no one sounds as he thinks he sounds. With all the good intentions in the world, we don't always realize the effect of our telephone manner. What we may think sounds well may not sound well at all.

So, granting the importance of a good telephone impression — and assuming there is always room for improvement— what to do about it?

Let's think about it awhile. The mere realization that your voice may be quite different from what you imagine ought to be a stimulus to the best possible use of it. It ought to help you guard against careless, mechanical, toneless speech.

Try talking to yourself, out loud. A few phrases or sentences spoken in different ways will give you an idea of what sounds well to other people and what does not. Ask your friends how you sound over the telephone. Note, too, how others react when you telephone them. Do they have to interrupt with "What was that?" or "I didn't get that"? If so, your voice is not doing its job well.

Awareness of just where or what improvement may be needed is in itself usually the biggest single step toward the goal. Clearness in speaking, a courteous manner, an evident interest and desire to please—these qualities are not hard to achieve if a modest but sustained effort is made to cultivate them. Nothing elaborate is required; you don't have to be a Shakesperean actor or an

elocutionist to use the telephone effectively.

Let's take clearness of speech first. In order to be easily and accurately understood on the telephone, it is necessary to speak distinctly. This is accomplished simply by pronouncing your words carefully, giving proper form to each sound in every word.

Try opening your mouth slightly. Then, hardly moving your lips, jaw or tongue, speak a few sentences. You've heard people talk in just about that way, and probably have had trouble understanding them. They're suffering from stiff jaws, lazy lips, sleepy tongues! No wonder their words sound mumbled or "swallowed," instead of being nicely formed and directed outward to the listener. (In face-to-face conversation, incidentally, your facial expression will be much more interesting to others if your lips are mobile.)

Telephone speech should be neither fast nor slow. If too fast, words are jumbled, parts of words are lost to the ear and bad sounding forms creep in—"wadjado" for "what did you do," and so on. If too slow, on the other hand, the words sound disconnected, and lose meaning and interest for the listener.

Unhurried speech is more important over the telephone than when face to face. This is because your listener does not have the advantage of watching you, seeing your gestures and the changing expressions of your face. You save yourself and others a lot of time when you make yourself understood without having to repeat what you have said.

Some people used to think they had to talk fast over the telephone when time was limited. When talking at an ordinary rate, a person averages about 375 words in three minutes. If you try to "talk a blue streak," chances are you won't make yourself nearly as well understood, and will have to use up valuable time saying things over again.

Your voice is carried most clearly by telephone when you speak directly into the mouthpiece, with your lips not more than half an inch away. If you change this direction or widen this distance, some of the sound that ought to reach the listener will stray elsewhere instead of into the telephone. It's just as important to speak directly into and close to the mouthpiece as it is to keep the receiver close to the ear.

When you speak into the telephone properly, no shouting or loud talking is necessary. Talking too loudly may cause a blurred sound and make it difficult for the listener to hear and understand. The telephone is made to carry words spoken no louder than in ordinary conversation.

Having developed a clear-speaking voice—one that can be heard distinctly no matter what the distance—it is important that you develop a telephone personality. The way your voice rises and falls, the way you show what is important by proper emphasis, the way shades of feeling appear in your voice—all these give color to your speech and help to make it pleasing and convincing.

Even the way you say the words in answering the telephone is important. Suppose they are, "Shady Valley School Department." In these four words you can accomplish much. By a pleasant questioning tone you seem to ask, "Is this the number you are calling?" At the same time, by the helpful note in your answer, you ask, "What can I do for you?" and imply that you are pleased to receive the call. All that in just four words! That is the kind of answer the business callers and the public like to get.

Your voice over the telephone is *you*. Although no smile or gesture can be seen at the other end of the wire, you can put a tone or sparkle in your voice which will serve equally well. You might find it helpful to study the difference between a voice having a "personal interest" tone, and one lacking that expression of interest. The voice

with the personal interest tone is pleasant, friendly and cordial; it indicates a cheerfulness, an attitude of interest and a desire to be helpful. The voice lacking that tone, on the other hand, is expressionless, mechanical and indifferent.

This matter of being interested and helpful when a person calls you is a major factor in your telephone personality. Promptness in lifting the receiver when the telephone rings pays dividends. It shows interest and a desire to please. For people in business, it helps to win and hold customers.

When you answer the telephone, try to avoid such old-fashioned, indefinite and time-wasting words as "Hello" and "Yes." Identify yourself immediately by giving your name, or that of your organization, or your telephone number. Examples:

"Miss Cartwright," or "Miss Cartwright speaking."

"Shady Valley School."

"Shady Valley School, Miss Cartwright speaking."

"This is ELmhurst 6-6352."

With identification made, the person calling is then more apt to respond by identifying himself. Thus the conversation can proceed with no time wasted by questions like, "Who is this?"

A good telephone personality is just as important when making a call. The underlying ideas are the same. If you stop to think of it, a self-introduction is quite worthwhile—from your standpoint, anyway. As you are the caller, you are in the position of wanting something—either service, such as attention to your needs, or a hearing for whatever you have to say. In any case, your cause will be aided by genuine, well-expressed courtesy.

If the desired person answers your call and identifies himself, promptly announce your own name and, if desirable, the name of your firm. For example, "This is Miss Cartwright, of the Shady Valley School." If the one who answers the telephone is not the person you want, or does not identify himself, ask pleasantly for that person. Unless your voice is recognized, it is usually helpful to announce your own name also, such as "May I speak with Mrs. Johnson, please? Miss Cartwright calling"; or "Miss Cartwright calling. Mrs. Johnson, please?"

After a business conversation has begun, avoid wasting time. The more calls that can be handled without the necessity for either party to leave the telephone, the better. The person who places or receives telephone calls should be prepared to handle them as efficiently as possible. This could mean having pencil and paper handy or keeping records near the telephone.

Other little things are important, too. Simple expressions of consideration, like "Thank you," "I'm sorry" and "I beg your pardon" are jewels, when properly used, in the art of making good impressions. So too, are such favors as letting the other person finish without interruption, and avoiding argument or display of impatience.

And remember to call the other person by name. There is no sweeter music to another person than the sound of his own name.

When you have finished your telephone visit, and courteously said, "Goodbye" or "Thank you," replace the receiver gently. Slamming the receiver will cause a sharp sound in the ear of the other person. Similarly, if you have to lay down the receiver in order to have two hands free, while some one is waiting on the other end of the wire, it is better to lay it down gently on the desk or table.

So, put on your Sunday best when you pick up the telephone. Speak distinctly and pleasantly; be courteous and friendly; be interested and helpful. Your voice is YOU when you use the telephone.



Delight!

The tongue-tingling juice of luscious, tree-ripened grape fruit . . . or juicy segments of the fruit itself . . . as styled by Sexton will delight your guests . . . titillate their taste . . . give a zoom to their appetites. Complete your service with the full variety of Sexton juices. Vitamin-rich and flavorful, they are both profitable for you and pleasurable to your patrons.

JOHN SEXTON & CO., 1949

THE SCHOOL SECRETARY'S RESPONSIBILITY TO THE LIBRARY

Dilla W. MacBean
Director, Division of Libraries
Chicago Public Schools

The school secretary and school librarian hold unique positions in the school. Physically speaking, it has often been said that the library is the "heart of the school" in relation to the curriculum and the educational program. Likewise, the school office has been declared the "head of the school" in relation to the organization and administration of the entire school. The two persons who are responsible for these vital areas of the school structure certainly have their fingers on the pulse of this dynamic being and much depends upon their efforts to maintain its energies to the fullest. Literally speaking, both office and library are necessary and important functions of the modern progressive school. Countless services emanate from these two departments to the principal, the teachers, and the pupils.

The primary duty of the librarian is one of guidance—leading the pupil to the multiple materials that are located in the library, or finding supplementary materials for classroom needs for the teachers. To be able to perform these duties efficiently and quickly necessitates that these materials be classified, cataloged and processed immediately. These procedures require technical skills and much clerical work. In this latter respect there is similarity in the training of the librarian and the secretary. Consequently, there should be the closest cooperation between these two key members of the school staff.

In many small schools throughout the country a trained librarian is not found on the faculty, and in many such instances a centralized well-organized library is not found in the building. This will become less frequent as the construction of new school plants proceeds. The central library is found in the architectural drawings more and more, as is evidenced by the many articles in various educational periodicals showing plans of new school buildings. More school librarians are being trained annually in the library schools and teachers colleges of the country.

In the meantime, however, these supplementary printed materials and audio-visual aids, oftentimes the responsibility of the librarian, continually are being received by schools throughout the country and come via the school office. In such cases it is the responsibility of the secretary. How best can she take care of these materials? The principal desires that they be checked and simply processed so that her entire faculty may get maximum use of them. Many pamphlets and books have been written giving information and instruction for the untrained person in the care of these library materials. Remington Rand, Inc., have issued a pamphlet for many years covering these rudimentary procedures, including systems for checking and processing periodicals and books, giving a simplified version of the Dewey Decimal Classification scheme, and the making of the simplest catalog cards. Several large school systems and teachers colleges have issued manuals. Many books have been published on this subject.

A cooperative plan should be initiated by the principal for the organization, care, and distribution of these materials to the various classrooms by a committee of teachers with the school secretary. Much of the ordering, typing and filing can be accomplished in the office. A magazine rack to house the periodicals can be placed here for the convenience of the teachers, with a simple charging system maintained by the secretary.

Likewise the records of all books can be similarly kept in the office for the distribution of these materials to the classrooms.

It is well understood this places a heavy burden on the secretary and the teacher committee, but it is essential that these materials be sufficiently organized so that they may be used by all the teachers and students, rather than divided and placed permanently in the various classrooms.

In the more fortunate schools of the country, having quarters for this materials center, and with a trained librarian, there still is need for very close cooperation between the secretary and the librarian. Some of the clerical work can be shared. The office provides an excellent center for publicity and display of books, pamphlets and periodicals.

When the librarian relinquishes the premise that all library materials must be housed and kept in the library, when she is aware that displaying and distributing these materials in every advantageous place in the building is to her credit, she will find the faculty and student body will grow more dependent on these supplementary and enriching materials and demand expanded growth of library services. She will also find that the school secretary is one of her closest allies, that through closer cooperation, keener appreciation and better understanding the two departments will be recognized as essential integral forces in the educational program.

THANK YOU!

You have been most courteous and helpful to our representatives during the years, and we of GINN AND COMPANY heartily appreciate this.

We shall always do our best to cooperate with you, School Secretaries, and we earnestly hope to enjoy the same pleasant relations with you in the school year now beginning.

Boston 17
New York 11
Chicago 16
Atlanta 3
Dallas 1
Columbus 16
San Francisco 3
Toronto 5

THE SCHOOL SECRETARY'S SKILL IN SHORTHAND AND TYPEWRITING

Wallace B. Bowman
South-Western Publishing Co.
New York, New York

Shorthand and typewriting are by no means the only abilities that a school secretary needs to have, nor are they even among the most important abilities. They can, however, contribute a great deal to the secretary's happiness and effectiveness in her job. An office should represent the highest standards of educational application. A school office in particular should represent the best practices in office procedure and office output. Letters sent to business houses and to parents, items of publicity submitted to local newspapers, materials posted on the bulletin boards, and daily bulletins to be read in classrooms—all can illustrate quality and can contribute a great deal to the building of good will. The quality of the work done in the school office is a fair representative of the quality of work done in the school as a whole. This places a tremendous responsibility on the school secretary, but she owes it to herself and to her school to see that she produces only quality work.

It is so easy to learn to do quality work that there is little excuse for anything short of quality. The cutting of a good stencil, for instance, is often a matter of reading directions carefully. Each type of mimeograph stencil requires particular handling. Some stencils require the use of protective pads; others require none. Some stencils require a pliable film cover, others require none. All require the typewriter type to be clean. In fact, the type should be cleaned several times during the cutting of a full-page stencil. Stencil manufacturers usually provide a sheet of instructions with each box of stencils. Don't look upon these instructions as elementary. Instead, use them as one means of getting better results. An attractive duplicated job is likely to bring praise from every individual who has reason to use one or more copies. Quality work in this area adds to the prestige of the secretary.

There are certain standard rules applying to typewritten work just as there are standard rules applying to printing. Anyone acquainted with these standards can recognize very quickly the lack of proper training on the part of the typist. As a crude illustration, let us suggest that a typist who writes "Dear Mr. Jones:-" was trained in typing prior to 1920 or was not trained at all. The hyphen has not been taught as a part of the salutation since that date. Good letter arrangement and complete agreement with current practices are signs of smartness.

Academic English and practical typewriting standards are not always in agreement. For that reason, the secretary would wisely obtain a copy of a recently published edition of a typewriting textbook and compare her work with the instructions and models presented. Ordinarily, there is no need of devoting hours of practice if the secretary can already use a typewriter. The daily office work should provide sufficient practice. It is, however, important to be sure that the office work conforms to present requirements. You may rest assured that typewriting practices go out of date just as surely as dance steps. "Old timers" can be spotted on the dance floor unless they have learned the new steps.

There is another reason for keeping up to date in typing: Classroom experience and the exchange of ideas among typists tend to develop refinements of techniques. Thus, it is possible that

there are easier ways of doing a job than the way to which the secretary has been accustomed. We once sat in a meeting of typewriting teachers during the showing of a moving picture on the operation of the typewriter. As one particular technique was being described in word and picture, one of the teachers exclaimed: "Is that the way it is done? Well, I never knew that." This teacher had been teaching typewriting for more than fifteen years. There is such a satisfying sense of pride to be found in a job well done when the doer knows that it is well done. All the academic education that can be crowded into the life of the school secretary guarantees nothing where shorthand and typewriting skills are concerned. The only way to learn typewriting skills, to check them for acceptance, or to evaluate their worth is to go to an approved source—a modern textbook or a capable typewriting teacher.

Shorthand of itself is less important than typewriting. It is simply a tool with which a job is done. The quality of that tool, however, has much to do with the happiness and the satisfaction of the secretary. It is not necessary to write good shorthand in order to be a good secretary. Good shorthand, nevertheless, makes the secretary's stenographic work easier. First of all, it reduces transcription time by removing the element of guess or uncertainty. Then, too, it lasts; that is, it can be read easily months or even years after it is written. The shorthand writer who writes theoretically correct shorthand can change from one vocabulary to another without particular difficulty. When a new school administrator comes along with a choice of words quite different from those of his predecessor, no shorthand problem is posed for such a shorthand writer. Her shorthand stands the test. This is not always true of the writer whose notes cannot be trusted. Such writers needlessly depend on their knowledge of the school business and on their guess as to what the dictator intended to say.

The system of shorthand that a secretary writes makes relatively little difference. Any system, well known, is very likely to serve the purposes of the writer. Some systems can be learned more easily than others, and some systems have higher speed possibilities; but almost any system will meet the ordinary needs of a school office. You will note that we said "any system, well known," and therein lies the secret of happy shorthand. It is not a common experience to find a stenographer who knows a shorthand system well as a result of her school training. The fact is that most stenographers write fairly inaccurate shorthand. The school training serves two very definite purposes—that of developing sufficient stenographic ability to enable the writer to get a stenographic job, and that of establishing a foundation on which to prepare for promotion. After that, it is up to the stenographer herself. Continued study in school—a refresher course, for instance—will help greatly. A shorthand writer, however, may improve her skill without further formal school training. There are a number of aids that may be used to assist in this.

The shorthand textbook is the first aid, in both uses of the expression. If you have not already tried it, you will be surprised to find how much you have forgotten about your shorthand system. Read through your textbook page by page—you will be delighted with the things you will see now, things that you failed to grasp when you first studied shorthand. And let us make an observation at this point: When shorthand students return to school (either public or private) for refresher courses, they invariably insist on going into dictation classes. They say "Oh, I know

shorthand all right; I simply need a little dictation." Actually, not one in a hundred would pass a good theory test. Most of them get enough dictation on the job. What they need, if they need anything, is a strong knowledge of shorthand theory, a knowledge that will enable them to write accurate shorthand without hesitation. This improved knowledge of theory will increase their speed and also assist them in their transcription. Don't make the review of your shorthand textbook a chore. Most of you don't need shorthand that much. Remember, you are trying to find happiness in shorthand writing. Take a page or two each night. Read carefully any explanatory material and all shorthand outlines. Read two or three times if necessary. Don't neglect the simple, easy words—they are very likely the ones you need most. When you have been through the textbook once, go through it again. Every shorthand teacher goes through the textbook hundreds of times during her teaching career, and expert shorthand writers study their shorthand regularly.

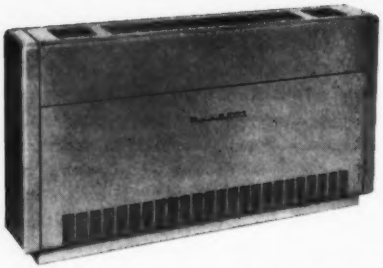
The shorthand dictionary is a second aid. Don't try to cover the dictionary page by page as you do the textbook. A dictionary is primarily a reference book and should be used as such. Use it to check the outlines for words that you need frequently in your office work. From time to time compare similar words as *hall, ball, wall;* or *impose, compose, expose;* or *enterprise, entertain.* Many words are written in family groups, and you will find some degree of fun trying to think up family lists. A shorthand phrase book may be used very must as the dictionary is used. Don't try to write long difficult phrases. The common phrases are all you need, and experience shows that even expert reporters tend to return to simple phrases when they are writing under the strain of high speed.

If you have a dictation book that contains shorthand plates, this is an easy, interesting means of review. Read the plates again and again in your spare moments—on the train, on a bus, while just sitting. Don't make work of it. Just relax. Don't ask your friends to dictate to you. They can help you very little unless they are shorthand teachers. If your shorthand needs improvement to that extent, you had better attend school for a short while.

If there is a shorthand magazine published in your system, subscribe to it and read it regularly. Such a magazine brings to you in each issue the experiences of other shorthand writers, articles that have current interest, and best of all good shorthand that is accurate in theory and attractive in penmanship. There is great satisfaction in feeling that you belong to a group with related interests. The magazine ties this group together.

If none of these aids is easily accessible to you, you still have your own shorthand notes. Study these notes from time to time. Be critical of your work. When you are not pressed for dictation is the time to compose outlines. When taking dictation, you have to do the best you can. A critical analysis of your notes, even with a limited knowledge of your shorthand theory, will help to improve the quality of your work.

One last thought: While you are trying to perfect your shorthand and typewriting techniques, don't forget the daily bulletin, the bell that must be rung every 45 minutes, the monthly grade sheets, the attendance records, the disciplinary cases that come to your attention, the school budget, the commencement program that must go to the printer, and thousands of other duties that help to make your life interesting—but be sure also to remember to take a little time once in a while for just a little fun.



THE NESBITT SYNCRETIZER

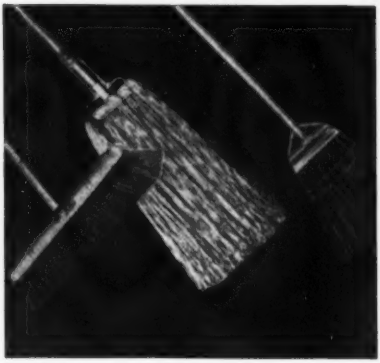
. . . provides properly controlled outside air for schoolroom ventilation that precludes both drafts and overheating. Get the facts on automatic, quiet, economical "Syncretized Air". Send for literature.

Manufactured by

JOHN J. NESBITT, INC.

State Rd. & Rhawn St., Philadelphia 36, Pa.

FULLER
Cleaning Equipment
LASTS LONGER



• **Write Today To**
INDUSTRIAL DIVISION

The FULLER BRUSH Co.

3548 Main St., Hartford 2, Conn.

For your convenience, we have prepared a form which may be used for Affiliation. Please fill out this form and mail it to Mrs. Ora S. Dolsen, 467 W. Hancock, Detroit 1, Michigan.

APPLICATION FOR AFFILIATION

(Make checks payable to the National Association of School Secretaries)

The ..... Association of School Secretaries wishes to affiliate with the NATIONAL ASSOCIATION OF SCHOOL SECRETARIES for the year 1948-49

Enclosed is five dollars ($5.00) affiliation fee. New.....

Renewal.....

Names of Advisory Council Members (1 per 20 National members):

One-Year Term .....
Name Address

Two-Year Term .....
Name Address

Date of organization of your association .....

OFFICERS	Names	Address	Length of term

SIGNED.....

.....
Name Address

Office held in the Association .....

CONSIDER YOUR FACE

Victor Hurlock
Hair Stylist
Kansas City and Chicago

There was a time when one heard "She looks like a school teacher", but while this never applied to the school secretary it can no longer be applied to any of those earnest women who devote their lives to the fine art of cramming the heads of our young. Those days when a girl not only had to have and practice the highest of morals, but, poor soul, had to look the part, have changed so that now, "you can't tell by looking."

The Idea of combining beauty and brains is most commendable and certainly makes the world a brighter place for those who toil in classrooms and school offices, not only for the students but for those males who are associated with the feminine educators.

The present mode for short hair should be a blessing in disguise for any secretary who would look neat and pretty with a minimum of effort. There is simply no excuse for her to commit a breach of etiquette by combing her hair in public every whip-stitch or suffer a "messy" look. Practically every face can wear a *short do* if some thought is given to the shaping.

Beauty and hair have been synonymous since the days of Eve. A woman's hair can do a number of things; make her look sophisticated, unusual, natural, gamin and even hoyden. The woman of today, regardless of her age, can just about decide the way she wants to look, and with hair, clothes and make-up, she will look that way.

Mode of life must certainly dictate the general appearance of the girl under consideration. Needless to say, a movie queen's hairdress is out of place on a nine-to-five office teller.

Convenience and ecomony are necessary considerations and here is a thought that will save time and money—pin money and pin-up time. Hair, primarily, should serve as a frame for the face. Effect and line are important and detail a thing of the past. Naturalness in every line makes "pin-ups" each night unnecessary and definitely a thing not to do if you desire that *natural* look.

First, before the shears are laid on your long locks, consider . . . consider your face. Try off-the-face effect . . . and on-the-face effects. Look for lines that are wrong in your face.

Is your nose line long if you show your ears? Then cover them. Is your brow bulgy with learning? Then cover it, or at least some of it. Does your jaw protrude? Cover your ears and shorten the line at the back. Does your nose go to the east? Place an angle bang wave toward the west and see if it doesn't look as if your nose is straighter. Are your eyes close together? Sweep your hair away from them and see them look larger and farther apart.

Do all of this *before* you cut. Decide the best effect, then go to a hair stylist and ask him what he thinks. Be certain you like the idea before your hair is cut. Have permanent curls where the line needs it; tight ones to make a line bounce; wide ones to make a wave line; loose waves for a soft effect . . . and don't expect your permanent to last more than two months if you keep your hair short! Remember, all hair grows at least one-half inch per month.

If you belong to the ever growing cult of "do it at homers", ask an Expert for design instructions. He is probably a "Good Joe" and will go out of his way to instruct you. Don't expect to do it as well as he does . . . remember that he is an *expert*.

Many women have asked me of late, "Is short hair definitely *in*", or "Will long hair be in style this winter"? "First", I have answered, "coat and hat styles are partly responsible for present hair motifs. Cloches come down on the back of the head; coat collars stand up in the back. What chance would poor little curls have? You'd start to work in the morning and before you got there the curls would be but a wispy memory of their formed selves. And you'd look

like you'd showered just before you left home and forgotten your shower cap. This would never do."

"Then the not so New Look demands a 'Small Head Look'. Look about at your friends . . . the ones with long glamorous hair and long New Look skirts. Sort of out-of-line, aren't they? "

Ladies, I realize the men in your lives are die-hards. They think they like long hair. Sure they do! They like anything they are used to. Most men are afraid of change. They distrust change. And I don't blame them. On the other hand . . . and you won't like this idea . . . can you imagine a model, modeling a lovely black silk nightee, with short hair? Long hair is Freudian, that's about all that can be said for it. So, prepare the man in your life for the change. Ask him to help you decide. He'll probably not like the idea at first but when he knows you want to do it, and you flatter him by asking his opinion, it will be easy from there on.

After all, the fellows didn't like long skirts at first but even they admit that the real shorties look odd now. And with your new short hair-do they will agree that you look pretty smooth.

The care of the hair is an easily disposed of topic. Your own body produces a certain type of hair. No nostrum will make it better, but it can make it worse. Proper shampoo . . . get all of your preparations out . . . is the first step. If your hair is strong, brushing is good. If you have soft hair you might break it badly. In the old days when only soap was used to clean hair, the only way to get the soap curd off was to brush madly. With present day detergents good shampooing is a breeze. One thought at this point . . . shampoo as often as it suits you. Hair can't be too clean and an easily removed shampoo won't hurt your hair, even if used every day. Some people are allergic to their own scalp secretions, and many who suffer oily hair must also suffer "blossoms" on their lily-white skins. Frequent shampoos will eliminate this, at least it's worth a try. As to the oily hair, chances are it is caused by a glandular condition, usually a deficiency in thyroid. Consult your doctor on this and follow his advice.

I know of no cure for common dandruff. Here again frequent shampoos seem the only answer. Many products on the current market claim to be cures for dandruff. But they all merely "tend to correct" or simply remove the loose scales. So much for simple dandruff. More serious scalp diseases should be treated by a reputable dermatologist. Even he may have a time curing them. You must co-operate.

Color in hair, to me, is an interesting thing. We all know the importance of color in our homes, clothes, automobiles, etc. Most of us react to color, a lot of us in the same way. Put one average looking blonde in a crowd of brunettes and I'll wager she will get the first and maybe the last look. Light colors in hair are always younger and more noticeable. Red, and shades of red, are exciting colors just as in home decor. The browns are usually drab and not too noticeable. Gray hair is no longer a sign you are falling apart from age . . . if your hair design is simple and young. There are many gray tones, including shades of blue and lavender.

Hair color can be exciting and changing yours does not denote lack of stability in your character or that your morals are shifting. It merely demonstrates that you can adjust to a changing world and have the courage of your convictions. Before you change the color of your hair however consider the cost. Hair grows, and so far no permanent color . . . one that grows out that color . . . can be applied. Coloring must be done by an expert. Most light shades must be bleached . . . peroxide only will bleach . . . and then dyed the proper hue. Don't try it yourself, get the services of a tint expert if you want a natural look.

Taken by and large your personal beauty is not expendable and the time you spend pointing up that beauty pays off many times in unexpected ways.

COMMITTEE NOTES

and miscellany

ADVISORY COUNCIL

Every large national organization must have some type of sectional representation in order to aid the establishment of national policies. The Advisory Council is the organ used by our Association to give this close correlation to all groups throughout the country.

The membership of the National Association of School Secretaries represents all states in the United States except Idaho and Nevada and includes the District of Columbia and Hawaii. Such a wide distribution of our members makes a close relationship difficult.

Each state and local group may affiliate with the National Association upon the payment of an affiliation fee. The Advisory Council is made up of representatives from affiliated associations. At the present time we have 23 affiliated associations—10 state and 13 local—if your association has not already affiliated won't you place this important matter high on the agenda for your next meeting?

The yearly affiliation fee is $5 and entitles the affiliated group to one representative on the Advisory Council for each twenty national members.

Have your group affiliate and be represented.

Send your affiliation fee to Mrs. Ora S. Dolsen, 467 W. Hancock, Detroit 1, Michigan who will be glad to send additional information concerning affiliation upon request.

AFFILIATED ASSOCIATIONS

State	*Local*
Arkansas	Baltimore, Md.
Illinois	(2 groups)
Indiana	Denver, Colo.
Michigan	Detroit, Michigan
Minnesota	Flint, Michigan
New Hampshire	Hartford, Conn.
New Jersey	Houston, Texas
Ohio	Kansas City, Mo.
Pennsylvania	Philadelphia, Pa.
Wisconsin	Little Rock, Ark.
	Los Angeles, Cal.
	Milwaukee, Wis.
	Washington, D. C.

ORA S. DOLSON,
Chairman Affiliation and Advisory Council.

ELECTIONS

Help! Help!

The Committee on Elections has a very responsible assignment in selecting suitable canditates for the next elections of officers. We ask your assistance in letting us know about secretaries who have made valuable contributions in local and state organizations so we may give them consideration. Please send names and addresses of your suggestions to—

EMMA G. CASTNER,
Chairman Committee on Elections.

LEGISLATIVE COMMITTEE

At the next meeting the Legislative Committee is planning to give you a report of the laws the various states have which pertain to school secretaries. We hope to have the cooperation of all state and local organizations in gathering this information.

At the meeting in July in Salt Lake City, many secretaries expressed the opinion that if we want to be recognized as professional employees, *we must be certified.* Programs of study must be developed to provide the necessary preparation for those who desire to enter this field of public service. As far as we know, the State of Maine is the only state granting certificates now to school clerks or secretaries. The secretaries in Pennsylvania have tried twice to have a certification bill passed. This year the bill did pass the House and had been referred to the Education Committee in the Senate when the session closed. However, Pennsylvania Secretaries expect to get a certification bill passed in 1951. Let's wish them success.

School secretaries in some states have retirement, tenure and other laws which should interest and inspire secretaries in other states.

GERALDINE GUARINO,
Chairman Legislative Committee.

MEMBERSHIP

Membership is definitely on the "up and up" and we are encouraged to go foward into a new year with renewed effort toward bringing the advantages of our Association to the vast number of educational secretaries who have still not affiliated themselves with our group.

As stressed in your membership renewal letter, we are urging that each one of you make yourself a special publicity agent to interest others in membership. There are many ways in which you can do this. Be a personal agent and talk with individuals. Stress local organization wherever you find an opportunity. At all times stress participation in national, state and local. In other words, let's make opportunities to share the privileges of membership in the organization which offers educational secretaries advantages which they cannot find in any other group.

If you have suggestions of good ways to enlist interest of those not in the group, please pass them along to your membership committee. We need the help of every secretary to build our Association into one of such proportion that it will be one of the most far-reaching in the National Education Association.

Let's make "Grandmother National" a real figure in this country of ours. Her off-spring "Nancy", is making a great impression and is doing a good job of educating folks as to the purposes of the Association. Let's help her spread the good word!

SARA MILNER,
Chairman Membership Committee.

PUBLICITY

By now each National Association member has opened the door for Nancy National as she came a-knocking for the second year. She so throughly enjoyed meeting all of you last year that she insisted upon a return engegement! Since she had such important announcements and facts to bring to you to fortify you as you recruit additional members, we thought it was a good idea to send her out to you.

Such interesting things are happening to "publicize" favorably the educational secretary. For example, in Salt Lake City your chairman picked up such heartening information as the news that Anna M. Gloor, principal's assistant at East Orange, New Jersey, had an article printed in the School Board Journal in June 1948 on "High School Records Can Be Photographed." Bettye Wells, in the personnel division of the Los Angeles Schools, and others in the system, were invited to participate in the setting up of an educational secretaryship training program in the New Los Angeles Harbor Junior College.

The secretaries in the Salt Lake City schools have done a splendid job in the area of public relations—for the National Association received excellent coverage on the Convention and Institute in the Salt Lake City papers. Such an attitude and such courteous treatment could be the result of only one thing—a favorable reaction on the part of the papers to the school secretary because of their past experience.

Remember that you are your best publicity agent! Our actions speak louder than words. Let's all resolve in this year which ends half a century and launches us on the second half of one of the most eventful centuries in the history of mankind, that as a group we'll make history also.

MARTHA S. LUCK,
Chairman Publicity Committee.

PRAYER FOR SCHOOL SECRETARIES

With humble hearts, O Lord, we pray
Give us strength, just for today
To greet the lowly and the meek
And all the rest from week to week
As we did want in other years
A friend to speak and calm our fears
And make of school a happy place.
For this, O Lord, we ask Thy Grace.

ANNA M. GLOOR,
(School Secretary)
Clifford J. Scott High School
East Orange, New Jersey.

LIFE MEMBERSHIP

A reminder is given of the plan for Life Membership as recommended by the committee appointed at the Executive Board Meeting held in Chicago in July, 1947 and further developed at the meeting in Cleveland in July 1948. We reprint the findings of the Committee as published in the February 1948 issue.

"Since 'life membership is a symbol of permanent interest in and loyalty to the profession,' we suggest that the following amendment to the By-Laws be presented by the Executive Board for action by the membership at the July, 1948, annual meeting:

"A member in good standing for more than two consecutive years shall be eligible for life membership upon payment of twenty-five dollars in full, or ten dollars down and three annual installments of five dollars each. A life member shall be entitled to all the privileges of an active member.

"The Committee feels that the life membership fees should be disassociated from the regular memberships and it suggests that provision be made whereby they be earmarked and invested. This arrangement would guarantee that they continue to render service to the profession permanently.

"Twenty-five dollars represents continuous membership for twelve and one-half years and the deferred payment plan makes life membership possible for every school secretary.

"It is further suggested that a special emblem and membership card be issued to life members.

"Favorable action on this amendment is imperative because of the growing financial needs of the Association necessary to carry on the varied activities and services.

Constance K. Cowardin
Virginia A. Halsey
Louise H. Nelson
Betty Zimmerman, Chairman"

The Committee is continuing to work this year, with the assistance of Eleanor Dearden, and will present a suggested emblem, pin, or insignia at the meeting this summer.



Rea Lindenberg

EFFICIENCY EXCHANGE

Room 302 Administration Building, Parkway and 21st St.
Philadelphia 3, Pennsylvania

It seems such a long time since the last time I wrote for this column, with a wonderful vacation in between, that it has taken strong determination to settle down to it again. I spent one week of vacation at the University of Maine Workshop for Secretaries and if that doesn't come under the head of "Efficiency" I cannot think of anything more worthwhile that does.

Everyone should have a workshop experience; no matter how much you think you know and no matter how good a secretary you are supposed to be, you are humbled by how much you gain intellectually and in breadth of vision. You return to your job refreshed and ready to begin a good new school year.

I picked up a book which was being offered at a demonstration of office machines during our week in Maine and which had many statements of interest to school secretaries. It is "Office Standards and Planning Book" put out by Art Metal, Jamestown, N. Y. and it is described on the cover "as a guide to the conservation of time, energy and space." Since this book is 96 pages in size, it would be rather difficult to go into detail about the various suggestions it offers. I do want to state, however, the chapter on "Office Layout and Flow of Work" is particularily good and gives many practical pointers.

The chapter headed "Auditing the Work of the Filing Department" gives a comprehensive picture of how much value can be obtained from a good filing system.

From time to time I have quoted from "School Daze" the official organ of the Massachusetts Association of School Secretaries and from the "Newsletter", official publication of the Secretarial Association, Los Angeles City Schools. I want to thank the editors of these publications for sending the issues of their publications to me so faithfully. As I have written several times in the Exchange, this column can only exist by contributions from school secretaries throughout the land and I want to emphasize that point right now; we are running dangerously low of material.

Please consider this column as your column and make it one to be proud of.



RITA K. PUTNAM

LISTENING IN

With vacations a thing of the past, you're all probably looking forward to and planning just where you'll spend your next year's two or three weeks of liberation away from ye olde job. I can remember when I first came to the Denver schools and started in elementary school, there was a group of us who went together. They always joked about working for the four "S's"—Saturdays, Sundays, Summers, and Salaries. Friday comes just about the right time of the week, one more day and you just couldn't take it. The long year finally comes to an end and then vacations, and a chance to spend all that $ $ $ you've been hoarding all year. I'm sure, after teen umpty years, it is more than the "Four S'S" that keeps us at school work. And just *what* is it—well, I'll let you answer that.

I was looking through some old magazines last week and came across an article that I thought you'd like. And so, after changing a word here and there it reads something like this—

A School Secretary has nothing to do —except:

To decide what is to be done; to tell somebody to do it; to listen to reason why it should not be done, why it should be done by somebody else, or why it should be done in a different way, and to prepare arguments in rebuttal that shall be convincing and conclusive.

To follow up to see if the thing has been done; to discover that it has not been done; to inquire why it has not been done; to listen to excuses from the person who should have done it and did not do it.

To follow up a second time to see if the thing has been done, to discover that it has been done but done incorrectly; to point out how it should have been done; to conclude that as long as it has been done, it may as well be left as it is; to wonder if it is not time to get rid of a person who cannot do a thing correctly; and that, in all probability, anyone else would be just as bad or worse.

To consider how much simpler and better the thing would have been done had she done it herself in the first place; to reflect sadly that if she had done it herself, she would have been able to do it right in 20 minutes, that as things turned out she herself spent two days trying to find out why it was that it had taken sombody else three weeks to do it wrong; but to realize that such an idea would strike at the very foundation of the belief of all employees that a SCHOOL SECRETARY has nothing to do.

CALIFORNIA

The Los Angeles In-Service Training is under way for the year. During the past year Mr. Darby, President of the Board of Education, paid tribute to employees completing twenty-five years of service in the school system. "A-D-H" might be three letters well worth placing above the desk of each of us; it could

be repeated each day as we ride the street-car or the bus; it might be recalled as we do our daily chores, if we are interested in the fundamentals of success. According to Dr. Saurenman, "A" stands for ability, very necessary for preparation for any job but quite inadequate alone. "D" stands for desire —the incentive or urge that compels us to further endeavors or achievements, but it too, is insufficient for complete success. "H" which stands for human relations, completes the triangle of success in any endeavor.

Does this sound familiar—"Are you riding on the 'gravy train' without a ticket? ? Join your own professional organization—why not help your organization and help yourself?" This is a familiar old cry—far-reaching. Membership—HOW DO you get 'em? ? ? ?

Are you planning an Association bulletin or paper—under the heading HEARD AND OVERHEARD, the L. A. bulletin carries such items as Congratulations, Illnesses, New Employees, Promotions, Return to Service, Transfers, Vacations.

More about the same—"Public relations begins at home, inside your own office. Following is a list of ten points for better use of the office phone. Answer promptly, answer by name, speak clearly, acknowledge the customers greeting, transfer calls only when necessary, keep pad and pencil handy, sell related merchandise, give full explanations, take messages, THANK THE CUSTOMER FOR CALLING."

ILLINOIS

The Spring Conference held last April 23rd in Moline and its neighboring cities of East Moline and Rock Island gave The Illinois Association of School Secretaries much food for thought and material for the improvement of techniques to be introduced in our many schools this year. The Tri-City Girls were wonderful hostesses and arranged for us to visit not only the beautiful offices of the Board of Education but several very modern and up-to-the-minute high school buildings in their area.

Rev. G. Everett Arden, Professor from the Augustana Theological Seminary in Rock Island was the principal speaker at the luncheon session held at the Watchtower Inn in Blackhawk State Park. His theme, "Foundations of America" inspired each listener with the thought that school work is a responsibility and a privilege; for new citizens come from our schools, and in them we shall find the new leaders and the ideals under which our nation will prosper or perish. School secretaries have a share in the responsibility of building and preserving these *foundations* by contributing efficient, harmonious service to the administrators and the public as well as to the students in their respective school districts. Every cog must fit to allow for perfect functioning of any machine or organization. "A change in the world," said Dr. Arden, "will not be by a miracle but will depend on the ordinary people doing their part to the best of their ability." His closing remarks were to the effect that government begins in the home town and a well run school is the focal point for every youngster who is becoming aware of his society. Better schools will bring stronger foundations on which to build a permanent structure.

MAINE

A bit of business and pleasure was enjoyed by a group of secretaries employed in the vicinity of Portland. If enough people are interested, an extension course will be held this winter. Pauline, I've heard many a fine tale regarding the Orono. Now, if Portland, Maine were in Oregon where I seem to want to put it each time I hear about it—I could have gone there this summer to the workshop—and—incidentally, visited with my brother's family at the same time—only, now I hear he and his

family have pioneered to (of all places) Fairbanks, Alaska. I don't know which is harder, trying to keep up with my brother Don or the Summer Workshops of School Secretaries? ?

MASSACHUSETTS

District meetings were held this past year throughout Massachusetts. District chairmen are chosen—and to Helen and Ruth—many happy meetings during 1949-50. Do School Secretaries have an interest in subjects outside of their field? This was more than evidenced by the wide variety of guest speakers during the meetings the past year. Finger painting, a short talk on the origin of the harp and the numbers rendered by guests the "Haydn Irish Harp Duo", and vase and flower arrangements are but a few of the very interesting subjects. The chairman of the program committee reported on the total attendance at the year's meetings, and MASS., as well as all other organizations, start the year off with a bang.

How *DO* you bring the members out to meetings—and—*HOW DO* you get them to pay their dues? ? I can't answer that question, but this is how the girls in Massachusetts get potential members: A letter was written to School Superintendents over the state (209 of them) requesting information regarding school secretaries. 171 responded and from these responses they were able to obtain the name of 847 would be—could be members. All of these secretaries were invited to join the M.A.S.S. and many new members were welcomed. A copy of *School Daze* was mailed to more than 850 secretaries—a lot of work but a lot of enjoyment.

MICHIGAN

A happy year to the girls in Flint in their busy preparations for the State convention this year! It ought to be a huge success, judging from the interest shown last year in the State, Local, and National membership—a combination of professional interest that can't be beaten.

MISSOURI

Good luck to you Elsie Roth in your replies from your state senators and representatives in their support of the amendment to the Missouri Teachers Retirement System to include non-instructional school employees. With these busy days at school, it must be nice to look back to last summer and relive that wonderful time you all had at your all-day outing. Which won out, Crystal Lake or the Admiral Day trip. They both *did* sound wonderful.

An "orchid" to Superintendent Hickey for his address to the school secretaries. His ability to recognize the responsibilities of the school secretary may be found in the following thoughts from his address: "The success of an administrator does not arise from his individual accomplishments and personal achievements, however fondly he may consider them. His greatest obligation and his supreme opportunity are to improve the growth and development of all the children in the schools which he serves. Admittedly, this is a complex task, but it is in the learning situations which administrators contrive that their true worth becomes apparent.

Without competent, understanding tactful secretaries, administrators would be at a loss in innumerable daily situations, some routine and commonplace, others critical and of grave import. The unobtrusive, efficient contribution of the school secretary does more than to strengthen administration in the development of our public schools; it helps to build America. And who can build a better America without improving the future of our worried world?"

NEVADA

It sounds as though "Nancy National" met with success in Las Vegas—it seems "Nancy" met with disastrous results—she was snatched up and taken home—now more copies of "Nancy" have been sent and everyone has become acquainted with her.

I wonder how many of you have gone through the trials and tribulations of getting your schools and office painted? (Teddy, I'm sorry but this is much too good not to pass along. I am sure there are many of us who will enjoy the difficulty you found yourself in.) Teddy wrote, "upon my arrival back in Las Vegas, I found the painter foreman refusing to budge until I got rid of the bees which were being harbored in the Biology Room. I was finally able to locate the Biology Teacher and beg of him to come rescue the bees. Well, it took almost three days to rid the vicinity of the last bees and the painters refused to mount the scaffolding until every last bee was exterminated. Of course that was a job that should have been accomplished many days earlier, but, as usual, the "bosses" were not there. Then a few days later a huge, burly type individual came bounding into the office and demanded that I stop all the painting on the inside of our school buildings or he would immediately withdraw all the union painters from the exterior job which was under contract. Yes, I know what the girls mean when they say, 'Oh for the life of a school secretary' ".

NEW HAMPSHIRE

As associate members of the State Teachers' Association the school secretaries are entitled to a section meeting at convention time and each member would receive a subscription of the N. H. Educator. And so, since convention time back N. H. way comes along in October —good luck to you in your sectional meetings!

A questionaire on working conditions of school secretaries dealing with hours of work, salaries, etc. has been completed.

The Anniversary Issue of the bulletin brought the girls up to date with the history of their association. Such wonderful wool-gathering and memories since that eventful April day in 1939.

NEW JERSEY

At the N. J. Workshop, discussion groups of five secretaries each were formed to decide, firstly, what the character traits of a "good boss" are. I wonder how well we all agree— I am listing them—so—here 'tis: Loyal, considerate and sympathetic, pleasant, understanding, a good planner, courteous, able to give praise as well as constructive criticism (criticism in private), cooperative, encouraging, developing professionally, tactful, consistent, highly idealistic, courageous, and well groomed.

The June *Bulletin* carried many articles of interest, and I only wish I had loads of room—I'd print 'em all. But I'm sure Josephine Murphy, Editor would be more than glad to send anyone a copy if they'd like to write her. There's a wonderful outline entitled "As Others See Us—How Can We Grow?". Then for value plus—"A Good Secretary should Be", "The Superintendents felt a good secretary should possess", "Our Ideal Boss", and "The Pre-service and In-Service Training Necessary For the School Secretary", "Personality Development".

OHIO

The Akron Public Schools Newscast gave space to the School Secretaries announcing their summer workshop at Kent State University, and at University of Utah. Nice going Florence—this is a wonderful way to let everyone know about us!

Judging from *The Broadcaster*, many vacations were enjoyed "Among Us Girls". Oh ho! So an S. O. S. was sent out to gather news. How familiar that call is! (And after reading the "Vaca-



Failure can be Costly!

Don't Fail

to order HOLDEN BOOK COVERS

to Protect your Textbooks.

Your Costly Investment deserves this Care.

Holden Covers make the books last 1-3 years longer!

Samples and prices on request.

Holden Patent Book Cover Company

Springfield, Massachusetts

tion" issue—it really did bring results, seven pages of newsy news).

An "Orchid" to you, Florence Howell. (The executive offices of the Gregg Publishing Company asked permission to publish Florence's Article "Qualities of a good Secretary" in their magazine, *The Gregg Writer.*)

PENNSYLVANIA

I don't know to whom I am indebted for that wonderful picture on the front of the *Keyboard Kapers* of the June issue. It has now found its way under the glass on my desk. Oh me, oh my, if ever a true picture were drawn of me—that is it. Need a vacation?—come Friday and *I* do.

A committee has been at work preparing a handbook for school secretaries. It is composed of clerks, principals, and representatives from the Administration Building. It is hoped that this handbook will serve as a guide and training devise for new clerks and as a reference book for clerks already in service. An attempt is being made to bring together in this one book the many instructions, rules, and regulations which the school clerk uses in the course of her work but which are now available only in many sizes, shapes, forms, and places. An attempt is being made also to put into writing explanations, instructions, and suggestions which have never before been put on paper but for which there seems to be a definite need.

—

And so endeth my news for this issue. If you haven't been too bored and have stayed to the finish with me, won't you jot down the following address and send on to me all the news of your organization. Just appoint yourself a committee of one—snatch a spare minute and drop a letter, note, or bulletin in the mail.

RITA PUTNAM,

East High School,
Denver 6, Colorado.